

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

R E P O R T

OF

THE WORKING GROUP

ON

INSERVICE EDUCATION AND RESEARCH

IN

EDUCATIONAL ADMINISTRATION

D H A R A M S A L A  
( May 5 - 14, 1966 )

DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
B-2/6-A, Model Town, DELHI-6

## P\_R\_E\_F\_A\_C\_E

Educational Administration is a new field of study in this country. This subject has been included in the B.Ed. and M.Ed. syllabi of Indian universities for pre-service training. But sufficient attention has not been paid to in-service education of administrators. This shortcoming has, however, drawn the attention of a number of Indian educationists.

For removing this big handicap, the Department of Educational Administration of the N.C.E.R.T. considered it very necessary to draw suitable programmes for educational administrators. A Working Group consisting of a few educationists was set up for this purpose. They met at Dharamsala for a period of ten days and developed the following programmes for inservice education:

Nine months' course for such educational inspectors, who have no pedagogical background and are new entrants to the State Departments of Education;

Three months' course for new educational inspectors;

Three weeks' course for experienced educational inspectors;

Three months' course for new headmasters of high/higher secondary schools;

Three weeks' course for experienced headmasters; and

Six weeks' course in Educational Administration for teacher educators.

Detailed syllabi of the above programmes have been given. While all the courses should be run by the Department of Educational Administration

of the N.C.E.R.T., some of these can be conducted by the State Departments of Education, the S.I.E's and a few selected Teachers' Colleges. It is also possible for different Headmasters' Association to organise programmes for principals of high/higher secondary schools. The Working Group also drew a list of research topics on educational administration, which need to be investigated very urgently in this country.

The Department is very thankful to the members of the Working Group for preparing the draft report. It is also indebted to Dr.N.L.Dosajh, Principal, Government Post-Graduate Basic Training College, Dharamsala and his colleagues for making suitable arrangements for the boarding and lodging of the participants.

It is hoped that the draft report will prove useful to educationists and educational administrators of the country. They are requested to offer remarks for the improvement of the various programmes embodied in the Report. Suggestions for making additions and alterations in the research topics will also prove of great value.

S.N. MUKERJI  
HEAD OF THE DEPARTMENT

B-2/6-A, Model Town,  
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15-6-66

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## **PROGRAMME - I**

### **NINE MONTHS' COURSE FOR EDUCATIONAL INSPECTORS**

**(Members of the Committee )**

- 1. Shri V.R. Taneja**
- 2. Dr. B.P. Lulla**
- 3. Shri R.P. Singh**
- 4. Shri M.D. Bhagat**
- 5. Shri J.C. Goyal**

#### **Preamble**

In view of the realization of the increasing importance of education as a professional discipline, it is desirable that the directly recruited educational administrators or those who do not have any back-ground in education should be trained in the latest theory and practice of educational administration. Perhaps at no stage of Indian history education assumed such a pivotal role in our national set-up for the achievements of national goals as today. As new schemes and development plans are being formulated and put into operation, problems of educational administration have been multiplying and growing more complicated. It naturally adds tremendously to the administrator's responsibilities who must plan consciously to achieve the ends in view. He cannot discharge his new and increasing obligations effectively unless he has an adequate preparation to meet the new challenges. For envisaging and appreciating the full significance of his work, he must have a broad understanding of education as a discipline. The qualities of

intelligent decision-making, initiative, original and independent thinking, creativity, resourcefulness and open-mindedness are the results of mental enrichment.

This in turn freely draws on knowledge, experience and practical insight. The effective operation of the educational system inevitably depends upon the knowledges, attitudes and skills acquired through training. The professional preparation of the educational administrator will have to be comprehensive enough to give him basic understandings, proper values and requisite skills for the job. This course is intended to help the future educational administrator to develop a keener perception of his duties and to acquire effective leadership in education.

### Objectives

1. To enable the educational administrators to develop proper understanding about Indian Education and its problems;
2. To provide them with the opportunities to learn the technique of educational administration and its application to different social orders;
3. To enable them to acquire proper attitudes towards education and educational administration;
4. To assist them in further developing the qualities of educational leaders; and
5. To help them to acquire the administrative skills such as decision-making, planning, organising, executing, coordinating, budgeting and evaluating.

This course is meant to acquaint the trainees with the growth of Indian Education and its administrative set-up. They should be in a position to appreciate the problems of education confronting our country at present and to analyse them objectively with a view to finding some measures of remedy or improvement. They should have acquired the ability to make decisions whenever called upon and give a lead in the matters of educational policies and programmes. They should prove to be effective administrators and educational statesmen to interpret and implement the national goals of education with an optimum efficiency. They should be both resourceful and thoughtful in their day-to-day work and manage the affairs of their department or institution with a sufficient measure of success.

#### Scheme of Courses

The Course is divided into two major parts: Theory and Practice. Theory shall consist of six papers of 100 marks each and Practice shall carry 400 marks.

#### THEORY    " 600 Marks"    Section A. General Courses

- Paper 1.    Foundations of Education - I - "100"  
Paper 2.    Foundations of Education - II - "100"  
Paper 3.    Education in India                      -"100"

#### Section B - Special Courses

- Paper 4.    Foundations of Educational Administration                      -"100"

Paper 5. Comparative Educational Administration -"100"

Paper 6. School Administration -"100"

Course outline: General

Section A

Paper I. Foundations of Education - I

A. Philosophical

1. Philosophical bases of education;  
Contributions of major schools of philosophy.
2. Determinants of educational philosophy:  
Social, ethical, political and economic values.

Impact of philosophy on:

- aims of education
- curriculum construction
- methods of teaching
- evaluation

3. Study of educational concepts:

- Subject-centred education
- Child-centred education
- Life-oriented education
- Community schools

4. New Trends in Education

- Basic education
- Montessori method
- Project method
- Individual instruction

B. Sociological

5. Sociological education: its scope and implications;



Education as instrument of

- Social change and improvement
- economic growth and development
- culture conservation and enrichment

6. Relation of Education and Social Institutions

Role of education in improving them

7. Education for the changing society in India

- Urbanisation
- Industrialisation
- Technological advances
- Factors promoting National Integration
- Equalisation of educational opportunities
- Citizenship of the State, India and world

8. Issues in Education

- education as end or means
- education as investment
- education-individual and society
- education in doctrination or creativity

C. Instructional

9. General Principles of instructional methods and materials

10. Types of instructional methods:

- Lectures
- demonstrations
- discussions
- seminars and workshops
- teaching machines

11. Steps of Lesson planning:

preparation, presentation, recapitulation and assignment

12. Aids to teaching:

Auditory, visual and multisensory.

PAPER - II - Foundations of Education- II

Sector A. Psychology of Education

1. The scope of psychology
2. The child psychology: development of child; Physical, emotional, social, mental and spiritual; the learning process-nature of learning, knowledge, skills, attitudes, abilities, values and concepts; the principles and conditions of learning, learning situations; motivation, retention, transfer and application, mental hygiene, intelligence and creativity.
3. Dynamics of individual behaviour
  - a. Internal factors
  - b. External factors
4. Group Dynamics
5. Personalities - nature, development and maladjustment.
6. Measurement and Evaluation:

Its importance in modern education and its basic principles

Assessment of personality, measurement of intelligence, special aptitudes, personality traits, interest inventories and sociometrics.

B. Educational Research

1. Methods - descriptive, historical, comparative, survey and experimental
2. Types - action, fundamental and applied
3. Preparation of a research design
4. Elementary statistics.

PAPER - III Education in India

1. ELEMENTARY EDUCATION: Origin, growth and organization, Movement for Universal Primary education, constitutional provisions in Free India. Acceptance of Basic Education as national pattern of elementary education. Primary Education - acts - implementation and problems ( apathy of parents, imbalance between urban and rural areas, between boys and girls, wastage and stagnation) Qualitative Improvement programmes. Single Teacher schools: Paucity of teachers - rural, border and backward areas.
2. SECONDARY EDUCATION: Objectives - self-sufficient, terminal for the majority, and preparatory for the brilliant, Mudaliar Commission Report - its implementation. Diversified Curricula. Educational and Vocational Guidance. Examination reform, Current issues.
3. UNIVERSITY EDUCATION IN INDIA TODAY: Linking of higher education with secondary education; problem of standards, Research and teachers of appropriate calibre.
4. PROFESSIONAL, VOCATIONAL AND TECHNICAL EDUCATION Its position in India Today; its role in changing society of India

5. TEACHER EDUCATION: Present Position; Types of teacher education institutions; objectives, content and methods of teacher education; Staffing pattern; inservice-education; new developments like NCERT and SIE.
6. WOMEN'S EDUCATION: Present position; special problems like co-education, wastage and stagnation; curriculum planning etc.
7. EDUCATION OF THE EXCEPTIONAL: Need, scope and importance; present facilities and future plans.
8. EXPERIMENTS IN EDUCATION: Shantiniketan, Basic education, S.N.D.T. Women's University, Aurobindo Ashram, Public Schools.
9. SOCIAL EDUCATION: Present position and its problems in India.

SECTION B: SPECIAL COURSES

PAPER IV - FOUNDATIONS OF EDUCATIONAL ADMINISTRATION

A Principles

1. Meaning and scope of educational administration, Educational administration as distinct from other types of administration.
2. Factors determining the character of educational administration.
3. Elements of administrative process; planning, organizing, directing, coordinating and evaluating.
4. Powers and Functions of Educational Administrator; Policy-making, financial, consultative, adjudicative.

5. Qualities of an Educational Administrator; Leadership, imagination, vision, flexibility resourcefulness, initiative, co-operation with colleagues, and sensitiveness to the situation.

#### B. Educational Authorities

6. Educational Authorities; central, State and local; functions and relationship to each other, authorities administering various branches of education; general education, professional, vocational, technical and special.
7. Educational Legislation-history and importance.

#### C. Finance

8. Educational finance at the central state and local levels; sources of income (taxation, rates and fees) principles governing grants-in-aid.
9. Sources of financial support:
  - (a) government grant "central, state and local"
  - (b) tuition rates; factors influencing the tuition rates
  - (c) endowments, donations and gifts
  - (d) foreign aid
10. Expenditure: Objects; productive and un-productive expenditures, capital, recurring and non-recurring expenditures.
11. Costs: Methods of determining education costs
  - (a) types of costs; units costs, direct costs and opportunity
  - (b) costs per capita at various levels of education
  - (c) working formulas for grants-in-aid

12. Financial Managements: budgeting and accounting;  
financial records.

D. Planning

13. Educational planning: objectives, need, Principles,  
Economic and social aspects; tools, steps in the  
preparation of the plan, and plan implementation,  
evaluating and readjusting the plan, fixing of targets,  
concepts of optimality analysis, programming, in-put -  
output and marginal analysis.

EDUCATION AND THE FIVE YEAR PLANS

PAPER V - Comparative Educational Administration

(Educational Administration in India will be compared  
with the salient features of the Educational Administration of  
U.K., U.S.A. and U.S.S.R.)

1. A comparative study of factors determining the existing  
goals of education in all the four countries.
2. The organization of educational administration at different  
levels.
3. Comparative study of the educational administration and  
educational practices with reference to courses, text-books  
teaching methods and evaluation:
  - (a) Pre-Primary;
  - (b) Primary;
  - (c) Secondary;
  - (d) University or higher education

- (c) teacher education
  - (f) social education
  - (g) technical and vocational education.
4. The role of public and private institutions in education.
  5. Current trends in the educational administration in all the four countries.

PAPER VI: School Administration

(A) PRIMARY SCHOOLS

1. Management of primary schools; agencies; Government and local bodies and private; grants-in-aid.
2. Role of head-master in primary schools; quality of head-master; headmaster and teacher relationship, head-master and parent relationship, head-master as an educational leader, sensitiveness and application of aesthetic standards.
3. Maintenance of; Building, school records and registers, equipments, furniture, property, school services, like health clinic, mid-day meal etc.,
4. Organisation of curricular and co-curricular activities.
5. Supervision in inspection in Primary school.
6. Special problems: Admission in primary schools, wastage and stagnation, single-teacher-school, education of girls, education of backward classes, linking of primary education with secondary education, supply of trained teachers, service conditions of teachers.

7. Factors for improvement of primary school administration, policy-making, curriculum planning, staff selection, instructional material, examination pattern.

#### B. SECONDARY SCHOOLS

1. Organization of Secondary schools: Middle, High and higher and multi-purpose schools.
2. Management of Secondary schools - State, Local bodies and voluntary agencies.
3. Study of grants-in-aid policy, need for revision.
4. Inspection of Secondary Schools, qualities of District Educational Officer, Role of Education Officer for improvement of secondary schools. Evaluative criteria for inspectors.
5. Leadership role of Principal or Headmaster, Supervision, guidance, human relationship, sensitiveness and application of aesthetic standards.
6. Maintenance of: school plant and equipment, transport, library, laboratory, health services, pupil personnel activities, public relations.
7. School personnel management: Office staff, teacher selection and recruitment, transfers, incentives and service conditions.
8. Special problems: Duration of Secondary education, wastage and failures, co-education; quality versus equality in education, discipline, examination and evaluation.





## P\_R\_O\_G\_R\_A\_M\_M\_E II

### THREE MONTHS' COURSE FOR EDUCATIONAL INSPECTOR

( Members of the Committee )

1. Shri V.R. Taneja
2. Dr. B.P. Lulla.
3. Shri H.D. Bhagat.
4. Shri J.C. Goyal

#### Preamble

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The qualities of intelligent decision-making, initiative, original and independent thinking, creativity, resourcefulness and open-mindedness are the results of mental enrichment. This in turn freely draws on knowledge, experience and practical insight. The effective operation of educational system inevitably depends upon the knowledge, attitudes and skills acquired through training. The professional preparation of the educational administrator will have to be comprehensive enough to give him basic understandings, proper values and requisite skills for the job. This course is intended to help the educational administrator to develop a keener perception of his duties and to acquire effective leadership in education.

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This course is meant to acquaint the trainees thoroughly with the growth of education and its administrative set-up. They should be in a position to appreciate the problems of education confronting our country at present and to analyse them objectively with a view to finding a remedy or improvement. They should have acquired the ability to make decisions whenever called upon and give a lead in the matters of educational policies and programmes. They should prove to be effective administrators and educational statesmen in order to be able to interpret and implement the national goals of education with an optimum efficiency. They should be both resourceful and thoughtful in their day to day work and manage the affairs of their department or institution with a sufficient measure of success.

Scheme of Courses

Marks

(A) THEORY

400

I. Foundations of Education

(Philosophical Sociological and  
Psychological) (80 hours)

100

II. Education in India To-day - (80 hours)

100

III. Foundations of Educational Administration,

Planning and Finance (80 hours)

100

IV. School Inspection and Supervision (80 hours)

100

(B) PRACTICE

1. Term paper in each subject (40 hours)

2. Practical observations (40 hours)

( Visits to schools, inspectorates and directorates and written observation report to be submitted).

" \* This paper is not meant for those who already possess a degree or post-graduate diploma in education".

### Evaluation

The course is divided into two major parts: Theory and Practice. The total marks assigned to the four theory papers are 400 and to practical 100. Each paper will carry 100 marks. The marks in each paper will be given on the basis of

1. Class Records and Periodical Tests. ( 50 marks)
2. A comprehensive final test at the conclusion of the course ( 50 marks)

Note: The total marks for those who are exempted of paper I, will be 300 for theory and 100 for practicals.

### APPENDIX

#### I. Paper I - Foundations of Education

##### A. Philosophical

1. Philosophical bases of education.
2. Determinant of educational philosophy - cultural social and political values.

3. Impact of philosophy on

- aims of education
- curriculum construction
- methods of teaching
- evaluation

4. Study of educational concepts:

- subject - centred education
- child - centred education
- life - oriented education

B. Sociological

1. Sociology of education - its need and scope.
2. Education is an instrument of:
  - culture - conservation and enrichment
  - social change and improvement
  - economic growth and development
3. Relation of education to family, community and state.
4. Education for the changing society in India:
  - Urbanisation, Industrialization, technological advances, factors promoting national integration, equalization of educational opportunities.

C. Psychological

1. Psychology of education - its need and scope.
2. Nature and conditions of learning

- Nature: Knowledge, attitudes, aptitudes and skills.
- conditions ; memory, attention, interest, motivation transfer, intelligence, creativity
- 3. Personality: group dynamics
- 4. Measurement of intelligence, achievement, abilities and aptitudes.
- 5. Elements of educational research and statistics.

#### PAPER II-Education in India Today

( Note: Every topic in this paper will be treated in a brief historical setting).

1. Elementary Education: existing pattern, constitutional provisions in free India; primary education acts - and problems ( difficulties of parents, imbalance between urban and rural areas; between boys and girls; wastage and stagnation). Qualitative improvement programmes; role of State Institutes of Education. Single teacher schools; paucity of teachers in rural, border and backward areas.
2. Secondary education: Objectives  
self-sufficient, terminal for majority, preparatory for the brilliant; Mudaliar Commission Report and its implementation, Diversified curricula. ~~se~~ mination reform. Linking of secondary education with University, technical and vocational education.

3. Some Special Areas:

- (a) Teacher Education - objectives, content, methods and types; in-service education
- (b) Status and service conditions of teachers.
- (c) Women education and its special problems
- (d) Higher education - its problems
- (e) Special education - present facilities and future plans
- (f) Better Schools - health and sanitation of school plant.

PAPER III - Foundations of Educational Administration, Planning and Finance [

- 1. Meaning and scope of educational administration.
- 2. Administrative process: Planning, organisation, staff direction, coordination, evaluation.
- \*3. Factors determining the character of educational administration- political ideology, social and cultural values of the society.
- 4. Administrative functions and qualities of an educational administrator.
- 5. Educational legislation - need and importance.

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\* Wherever possible, a comparison of the practices prevailing in other countries such as U.K., U.S.A., U.S.S.R., should also be made while teaching these topics.



- \*6. Educational authorities - (central, state and local) Functions and relationship to each other.
- \*7. Educational finance: central State local levels; sources of income; items of expenditure; principles governing grants-in-aid; financial management - budgeting and accounting, financial records. Working out costs - per capita, unit costs, direct costs, opportunity costs.
- \*8. Educational planning: objectives, need and principles; fixing of targets, analysis, evaluation and readjustment of the plans.
- 9. Education under Five Year Plans.

PAPER IV: School Inspection and Supervision

1. Aim and function of school inspection.
2. Role of School Inspector in school improvement.
3. Qualities of school Inspector - scholarship, professional preparation, leadership.
4. Evaluative criteria for school inspection.
5. Inspection Report - its nature and form - need for improvement
6. Aim and functions of Class-room supervision.
7. Supervisor as an instructional leader.
8. Supervisory Report - its nature and form - need for improvement
9. Techniques of classroom Supervision.
10. Need of educational and vocational guidance in school.  
Organisation of guidance service in a school.
11. Techniques of school counselling.
12. School Community Relationship
13. School Plant.

## P\_R\_O\_G\_R\_A\_M\_M\_E III

### Three Weeks Course for Educational Administrators

( Members of the Committee )

1. Shri C.L. Kapoor
2. Shri E.W. Franklin
3. Dr. S.N. Mukerji

#### Preamble

This course has been designed for experienced educational administrators, working in Class I in State Departments of Education.

#### Objectives:

- (1) To develop dynamic leadership;
- (2) To acquaint the administrator in recent developments in educational practices in general and educational administration in particular; and
- (3) To make them conscious how administration can be more effective, fruitful and economical;

#### Course

##### Business of Administration

- (a) A comparative study of current educational administrative practices in India and abroad - their adequacy and inadequacy,

(b) Planning of education in India-goals and limitation.

(c) A knowledge of working of some organisations like the U.G.C.

N.C.E.R.T., A.I.C.T.E.

## 2. Administration and Administrator

- (a) Delegation and division of work,
- (b) Coordination and supervision,
- (c) The importance of having under-studies,
- (d) Audit and accounts,
- (e) Preparation of budget and its utilisation, and
- (f) Correspondence.

## 3. Economy in Administration

- (a) Cutting down red-tape and simplifying procedures,
- (b) Promptness and punctuality,
- (c) Timely action,
- (d) Creating enthusiasm and interest.

## 4. Personal Relations

- (a) Leads without bossing,
- (b) Gains respect by giving respect,
- (c) Seeks to understand a situation,
- (d) Forms a judgement before taking action,
- (e) Seeks opinion of his associates.

## 5. Inspection and Supervision

- (a) Evaluative criteria for school inspection,
- (b) Techniques of supervision,

(c) The inspection report,

(d) Fellow-up work.

6. Curriculum Improvement

(a) New concepts of curriculum construction;

(b) New techniques of teaching;

(c) Improvement in examination and evaluation

7. Relation of the Administrator with:

(A) Management

(a) Government,

(b) Private

(B) Teachers

(1) Professional Status of Teachers,

(2) In-service Education of Teachers

(a) Professional

Short courses and Workshop and Seminars in subject of professional interest.

(b) Further education - improving qualification in general education,

(c) Sabbatical leave,

(d) Vacation travel

(e) Subsidizing for purchase of books

(C) Pupils

(1) Out-of-school Activities

- (a) Travel during the vacation,
- (b) Excursions - day and week-end,
- (c) Plays and dramas,
- (d) Games and Sports,
- (e) After-school debates and declaration contests.
- (2) The Gifted and the Slow Learner
  - (a) Need for special tutors, Organising in-school extra teaching
  - (b) Rules and regulations with regard to private tuition and extra teaching
- (D) The Society
  - (a) Educating public opinion;
    - i) explaining policies and plans;
    - ii) Taking Parents into confidence with regards to regulations,
  - (b) Contact with district boards, Panchayats, and voluntary associations,
  - (c) Participation in educational endeavour,

#### 8. Steps to improve education

- (1) Organisation of Demonstration School
  - (a) The administrator to adopt one school and to work out his ideas of reorganisation and improvement.
  - (b) Arranging visits to the demonstration school,
  - (c) Conducting post-visit discussions and implementing changes resulting from such discussions.
- (2) Organisation of a district educational journal
- (3) Organisation of educational conferences, tournaments, exhibits, etc.
- (4) Self evaluation

#### 9. Educational Administration and Research

## P R O G R A M M E - I V

### THREE MONTHS' COURSE FOR HEADMASTERS OF HIGH/HIGHER SECONDARY SCHOOLS

( Members of the Committee )

1. Dr. K.C.Vyas
2. Dr. G.P. Bhatt
3. Shri A.H. Khan
4. Shri G.S. Parbhat
5. Shri Tara Chand

#### 1. Introduction:

The Headmaster of a school is the pivot of the educational process. On his ability and skill as a sound and effective educational leader, depends the success of the school. Doubtless, the school is essentially a cooperative enterprise in which every member has a vital role to play, yet the head has the responsibility of co-ordinating and integrating the various school programmes.

The success of the school programme is determined largely by the intelligence, scholarship, imagination, intension, personality and social skills of the headmaster. Everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, co-curricular activities, human relationship, bear the imprint of the personality of the head of the institution and reflect his leadership.

In order to ensure the effective implementation of school programmes, a three months' course is drawn in educational administration for the newly appointed and prospective headmasters of the high/higher secondary schools.

2. Objectives:

- (a) To acquaint the newly appointed and prospective headmasters with the basic principles of school administration and supervision.
- (b) To provide them the experience of practical study of school organisation and management.
- (c) To make them aware of the major national, state and local issues which have a bearing upon educational administration.
- (d) To acquaint them with the techniques of public relations.
- (e) To awaken an interest in and appreciation for the problems of educational administration by studying practical applications of educational theory.
- (f) To create an awareness of the need and importance of experimentation in education.
- (g) To acquaint them with the recent trends in teaching, supervision, and educational administration in other countries.

3. Course Procedures:

- (a) Lecture and discussion will constitute a basic approach to the course.
- (b) In addition, there will be other activities.
  - (i) Panel discussions
  - (ii) Individual presentation
  - (iii) Resource visitors
  - (iv) Field trips
  - (v) Workshop
- (c) Ordinarily there will be weekly assignments.
- (d) Other special projects may be assigned to develop further insight into curricular as well as co-curricular activities.
- (e) There will be one term paper.
- (f) Final evaluation will be based on the following:
  - (i) Scores on assignments
  - (ii) Evaluation of panel participation
  - (iii) Evaluation of practical reports
  - (iv) Evaluation of special projects
  - (v) Evaluation of the terms paper
  - (vi) Evaluation of participation in the workshop and the field trips.

4. Course Outline:

UNIT-I.

1. The Principles of Educational Administration

- (a) Meaning of educational administration
- (b) Need and scope of educational administration.
- (c) Types of educational administration.

2. The Administrative Processes.

- (a) Planning
- (b) Organizing
- (c) Directing
- (d) Co-ordinating
- (e) Evaluating

UNIT-II.

Educational Administration at various levels.

1. Local School Administration

- (a) Local bodies - Types and functions.

2. State Education Authority

- (a) Education and State Government
- (b) Structure of the State Department of Education
- (c) Functions of the State Department of Education
- (d) Administrative machineries at different levels
- (e) Special Education Institutions
- (f) Important State Statutory bodies
- (g) Government and the private agencies

3. Central Government and Education

- (a) Role of Central Government
- (b) Some important statutory bodies

UNIT-III.

School Organisation

1. The Headmaster in relation to:

- (a) Government
- (b) High/Higher Secondary Board of Education
- (c) School managing committee
- (d) Parents
- (e) Staff
- (f) Pupils
- (g) Community



## 2. Planning

- (a) Curricular activities
  - (i) Syllabus and Textbooks
  - (ii) Time-Table
  - (iii) Evaluation
- (b) Co-curricular activities
- (c) Staff, building, campus, furniture and other equipment
- (d) Guidance and Counselling
- (e) Ancilliary activities

## 3. Finance

- (a) Budgeting
- (b) Aids and Grants
- (c) Scholarship and Stipends, Freeship
- (d) Fees and Funds

## 4. Current Educational legislation

### UNIT-IV.

#### Modern trends in teaching, supervision and educational administration.

- 1. New trends in class-room instruction
- 2. Supervision
  - (a) Scope of supervision
  - (b) Techniques of supervision
  - (c) Teachers' attitude towards supervision
- 3. Comparative study of School Organisation and the role of Headmasters in other countries, namely U.S.A., U.K., and U.S.S.R.

### UNIT-V.

#### Field work and Workshop activities

Practical study of the following:

- (a) School office records
- (b) Teachers' planning, daily plans, monthly plans  
internal assessment, pupils' records
- (c) Organising and financing of school co-curricular  
Programmes
- (d) Organising, financing, budgeting and accounting,  
rules of prevailing grant-in-aid code
- (e) Headmaster's Diary and Log-work
- (f) Organisation of higher secondary school
- (g) Organisation of guidance and counselling  
services in school

- (h) Library organisation
- (i) Experimental projects
- (j) Evaluation procedures in schools
- (k) Special education programmes
- (l) Relation with Extension Services Department
- (m) Improvement of service teaching
- (n) Audio-Visual Education
- (o) Preparation of annual reports
- (o) Inter school visits

#### UNIT-VI

#### Research

- (a) Need and importance of educational research
- (b) Action and short term research projects
- (c) Long term research experimentation
- (d) Interpretation of statistical data in educational administration.



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## P R O G R A M M E - V

### THREE WEEKS COURSE FOR HEADMASTERS OF HIGH/ HIGHER SECONDARY SCHOOLS

( Members of the Committee )

1. Dr. K.C. Vyas
2. Dr. G.P. Bhatt
3. Shri A.H. Khan
4. Shri G.S. Prabhat
5. Shri Tara Chand

#### SCHOOL ADMINISTRATION

This course is intended for the experienced Headmasters of high/  
higher secondary schools. The duration of this inservice programme is three  
weeks.

#### Objectives:

1. To acquaint them with new trends in school administration.
2. To awaken the interest in and appreciation for the problems of school administration, studying practical applications of educational theory.
3. To create an awareness of the need and importance of experimentation in education.

#### Course Procedures:

1. Lecture and discussion will constitute a basic approach to the course.
2. In addition, there will be other activities.
  - (a) Panel discussion
  - (b) Individual presentation
  - (c) Workshop

3. Ordinarily there will be weekly assignments
4. Other special projects may be assigned to develop further insight into curricular as well as co-curricular activities.
5. One third of time will be devoted to workshop.

Course Outline:

1. Changing concepts in high school education, in India and abroad.
2. The leadership role of the headmaster:
  - (a) Curriculum improvement
  - (b) Educational planning and financing
3. Headmaster and staff - human relationship - group dynamics
4. School community relationship.
5. Headmaster and pupils - Pupil personnel administration.
6. Headmaster in relation to:
  - (a) Management
  - (b) High/Higher school board of education
  - (c) Government
7. Improvement in school plant, equipment and apparatus.
8. Experiments in school programmes
9. Workshop

Practical study of the following:

1. Curriculum and Time table
2. Planning of co-curricular activities
3. Evaluation procedures
4. Planning of experimental projects
5. Developing programmes for Parent-Teacher Association
6. Utilising the community resources
7. Problems of residential schools
8. Inter school visits

## P R O G R A M M E - VI

### A COURSE IN EDUCATIONAL ADMINISTRATION FOR TEACHER EDUCATORS

( Duration: Six Weeks )

( Members of the Committee )

1. Shri V.R. Taneja
2. Dr. B.P. Lulla
3. Shri H.D. Bhagat
4. Shri J.C. Goyal

#### I. Purpose:

In view of the developing theory and practice of educational administration, some training colleges have already got the provision for teaching educational administration, either as a full course or as one of the elective at the B.Ed. or M.Ed. level. Some other colleges may also like to introduce similar courses. The effectiveness of the course offerings in educational administration will however, depend upon the adequately equipped teaching personnel in the training colleges.

This course is, therefore, intended to assist the inservice teachers of educational administration to have the latest know-how in this field of specialization. Duration of this course will be six weeks or approximately 240 hours in which an intensive training programme of the latest information and research in the area will be offered.

There is already a move by the working group of the Education Commission and the National Association of Teacher Educators "NATE" to promote the training programme in educational administration and they have

prepared a draft syllabus for this area of specialization for the M.Ed. course. The N.I.E. has also prepared a draft for a comprehensive course in educational administration. It is, therefore, very necessary that the teachers of educational administration should have a thorough back-ground in these areas. The proposed outline has been drawn with this objective in view.

## II. Programme:

The course will be conducted through lectures, discussions, seminars and talks by resourceful persons in the areas of special interest. In the course on Seminars, discussion may be initiated either by teacher or through a discussion paper prepared by the trainee. The independent study will consist of depth study of a selected problem by the individual, who will submit term-paper within two months of the conclusion of the course.

### Scheme:

The whole course will consist of the following five units:

- UNIT- 1. Foundations of Educational Administration (60 hours)
- UNIT- 2. Educational Planning and Finance (60 hours)
- UNIT- 3. School Administration (60 hours)
- UNIT- 4. Seminar on Problems and Researches in Educational Administration (40 hours)
- UNIT- 5. Independent Study (20 hours)  
(Leading to a term paper on any one selected problem in the area of educational administration).

#### UNIT-1. FOUNDATION OF EDUCATIONAL ADMINISTRATION

1. Meaning and scope of educational administration; administrative process planning, organization staffing, co-ordination, evaluation. Educational Administration as distinct from other types of administration.
2. Factors determining the character of educational administration - political ideology, social and cultural values of society.

3. Qualities of educational administrator (leadership, imagination and vision, flexibility, resourcefulness and initiative, cooperation with colleges and due sensitiveness to situation.
4. Educational authorities - Central, State and Local and their functions and relationship to one another ( in comparison with U.S., England, U.S.S.R., France, Australia and Japan).

## UNIT-2 EDUCATIONAL PLANNING AND FINANCE

of

1. Educational planning: Objectives, Need, Principles, Economic and Social aspects; tools, steps in the preparation/plan; plan implementation, evaluating and readjusting the plan; Fixing of targets, concepts of optimality analysis, programming; input-output and marginal analysis.
2. Educational Finance at the Centre, State and Local level, sources of income; (taxation, fees and rates) principles governing grant-in-aid.
3. Sources of financial support to educational institutions and organisations:
  - (a) Government grant (Central, State and Local)
  - (b) Tuition rates (factors in financing the determination of tuition rates)
  - (c) Endowments, donations, gifts
  - (d) Foreign aid.
4. Expenditure: objects, productive and unproductive expenditure capital, recurring and non-recurring expenditure, direct and indirect expenditure.
5. Costs:
  - (a) Methods of determining education costs - unit costs, direct costs, opportunity costs.
  - (b) Cost per capita at various levels of education.
  - (c) Working formulae of grants-in-aid.
6. Financial Management: Budgeting and Accounting; Financial records.
7. Study of financial provision for education in the Five Year Plans.

## UNIT-3. SCHOOL ADMINISTRATION ( with reference to primary and secondary schools)

1. Agencies - government, local bodies and private;
2. Factors for improvement in school administration: policy making, curriculum-planning, staff selection, instructional materials, examination pattern.

3. Role of headmaster: Qualities of headmaster; headmaster - teacher relationship; headmaster-pupil relationship; headmaster-parent relationship; headmaster as an educational leader; sensitiveness and application of aesthetic standards.
4. Maintenance of: school plant, school records and registers, instructional equipment, furniture, property, and school services "health clinic, mid-day meals, co-curricular activities, etc."
5. Supervision and inspection of schools.
6. School personnel management: Office staff, teacher selection and recruitment, transfers, incentives and service conditions.
7. Special problems of primary schools: Admission, Age, Wastage and Stagnation, Single-teacher schools, Education of girls, Education of Backward classes, Linking of primary education with secondary education etc..
8. Special problems of secondary schools: Duration of secondary education, wastage and failures, co-education, quality Vs equality in education, examination and evaluation etc..

UNIT-4. SEMINAR ON PROBLEMS AND RESEARCHES IN EDUCATIONAL ADMINISTRATION:

A seminar of two hours each will be held every alternate day to discuss problems and the related researches in a group. Participation of each candidate in the discussions will be considered as an important factor in evaluation of the candidates. The problems for discussion could be raised in connection with the class-room lectures or be initiated by any participant in consultation with the teacher concerned. A suggestive list of problem areas is given here:

1. Human relations in education administration.
2. Role of educational administrators in democratic India.
3. Impact of pressure groups and social institutions on administration of education.
4. Qualities of an effective school administrators "Inspectors, Headmasters, Supervisors".



5. Academic and professional competencies necessary for educational administrators.
6. Selection, recruitment and appointment of educational officers.
7. Critical study of grants-in-aid system.
8. Impact of mental health on efficiency of educational administrators.
9. Delegation of authority and responsibility in education in India.
10. Problem of priorities in educational planning.
11. Red-tapism in educational administration in India.
12. Comparative study of various types of educational organisations.
13. Developing criteria of effective educational administration in India.
14. Centralization Vs, decentralization in educational administration.
15. Problems of communication and co-ordination in educational administration.
16. Linking of different stages in education.
17. Economic and Social change and role of educational administrators.
18. Administrative problems of local bodies in primary education.
19. Problems of university administration
20. Need and scope of educational legislation in India.
21. Criteria for evaluation and assessment of schools and teachers.
22. Inadequacy of Financial resources for education.

UNIT-5. INDEPENDENT STUDY:

Every trainee is required to select one important problem of education, study its pros and cons by consulting related literature and by exchanging views with the specialists in the field under guidance of the teacher and produce a term-paper within two months of the conclusion of the

course. The award of the certificate of completion will be subject to the submission of this term-paper.

#### EVALUATION

The trainees will be evaluated by their instructors on the basis of day to day work, assignments and periodical tests during the course.

The participation by the candidates in seminars will also be considered as a part of assessment of their work along with the term paper.

At the end of the course, a certificate will be awarded to indicate that the candidate has completed the said course. The certificate will show progress of the candidate on the three point scale through these remarks:

VERY SATISFACTORY - SATISFACTORY or FAIRLY SATISFACTORY.



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## TOPICS FOR RESEARCH

Topics for research can be grouped in the following three categories:

- A: Cooperative Research Projects (These are to be developed in cooperation with more than one agency or person);
- B: Topics for Ph.D. and
- C: Topics for M.Ed.

### A. Cooperative Research Programmes

#### I EDUCATIONAL PLANNING:

1. A study of utilisation of Central assistance allocated to the State Governments for educational programmes during the first three plans.
2. A study of district-wise disparities in the provision of educational facilities in educationally backward States during the three plan periods.
3. A study of the present capacity of existing educational institutions for providing skilled manpower in the programme of economic development.
4. A critical study of the criteria followed in different States for educational planning.

#### II EDUCATIONAL FINANCE:

1. A study of financial powers and procedures within the State Education Organisation.
2. A study of cost differentials in high/higher secondary/multipurpose schools in different States.
3. Planning and local financing of schools.

#### III ADMINISTRATION OF STATE SYSTEMS OF EDUCATION:

1. Organisational role of educational agencies at various levels.
2. Roles of administrators occupying different positions within the State Educational Organisation.
3. Administrative behaviour within a State's educational organisation.

IV ELEMENTARY EDUCATION:

1. A study of educational administration under Local bodies in India.
2. A study of class size and student achievement.

V SECONDARY EDUCATION:

1. A study of internal organisation of secondary schools.
2. A study of supervisory role of headmasters/principals in secondary schools.
3. A study of absenteeism among the teachers of secondary schools.
4. A study of the problems and difficulties faced by educational staff in implementing policies and decisions.

VI HIGHER EDUCATION:

1. A comparative study of the growth of the morning colleges vis-a-vis correspondence courses.
2. A study of the impact of enhanced scales of pay on efficiency in the works of university teachers.

VII GIRLS' EDUCATION:

1. Educational problems of girls between the age-group 11-17 years in rural area.
2. A comparative study of wastage and stagnation in the education of boys and girls at different stages.

VIII SCHOOLS BUILDING AND EQUIPMENT PLANNING:

1. A survey of school buildings and equipment in India.
2. Planning of buildings for different types of schools in India.
3. Appropriate furniture for different age-groups.

IX STUDIES IN THE EDUCATIONAL LEGISLATION IN THE COUNTRY:

X STUDIES IN THE COURT CASES OF EDUCATION:

B. Topics for Ph.D

1. A study of the administrative aspects of wastage and stagnation at the elementary stage (The enrolment and levels.)

2. Problems of Indiscipline:

- (a) A study of class-room behaviour problems and their control.
  - (b) A study of the attendance problems in selected schools.
  - (c) A study of the role of student government in relation to school administration.
  - (d) Case studies of group and individual indiscipline.
3. A comparative study of the roles of administrators in education, business, government, and other social institutions.
  4. Construction and standardisation of tests for measuring aptitude of educational administrators.
  5. A study of the problems of effecting educational change.
  6. A study of the attendance problems in selected higher secondary schools.
  7. Role analysis of educational administrators at different levels.
  8. Criteria for evaluating the effective performance of educational administrators at various levels.
  9. Case studies of educational administrators (Directors, Inspectors, Headmasters, Local Authorities).
  10. Work norms of educational administrators in different States of India.
  11. A study of the relationship between public administration and educational administration.
  12. Difficulties and problem in the implementation of plans in actual administration of education.
  13. Mass media of communication and their influence on educational administration.

C. Topics for M.Ed.

1. A study of the role of school as a community centre.
2. A study of the problems of educational administration both in Government and non-Government schools.
3. Studies in costs of education at different levels and sectors.
4. Preparation of school plant norms for building, equipment, staff etc.

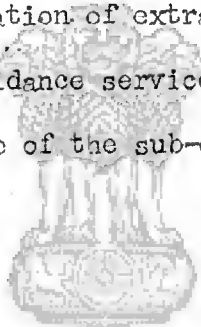
5. A study of the teachers' work-load (teaching non-teaching).
6. Allocation of time for different subjects.
7. A comparative study of the programmes of preparation and training for educational administrators at different levels and types.
8. A study of service conditions of the personnel at different levels and sectors.
9. A study of the problem of teacher absenteeism in the elementary schools.
10. A study of the problems of the stability of the staff in secondary schools.
11. A study of the problems of private coaching for public examinations.
12. A comparative study of the constitution and functions of examination boards in different states in India.
13. A critical study of the implementation of the programmes of physical education in different states of India: (a) elementary (b) secondary levels.
14. A comparative study of social education programmes in different states.
15. A study of the efficacy of mixed staff in secondary schools.
16. A study of administrative problems of co-educational institutions.
17. A study of the problems of married lady teachers.
18. A study of the after-effects of the nationalisation of schools under local bodies.
19. A study of the working of teachers' organisation in India.
20. A study of the attitude of administrators towards their inservice education.
21. Relationship between administrative functions and supervisory duties.
22. The impact of legislatures and legislators on educational policy-making in day-to-day educational administration.

23. A study of administrative problems of industrial education in secondary schools.
24. Administration and furtherance of youth education.
25. A study on curricula in teacher education with special reference to administrative careers.
26. A study of the method of selection of candidates for admission to university, secondary schools and elementary schools.
27. A survey of administrative problems of organisation of teaching aids in secondary and higher secondary schools.
28. A study of administrative problems of special education in India.
29. Community power structure, internal politics, informal and formal groups and their influence on education administrators.
30. Studies in decision making process at different level and different sectors.
31. Different organisational set ups and their impact on the administration of education.
32. Studies in supervisory and inspection procedures in education in different States.
33. Duties of secondary school principals in selected areas.
34. Acceptance and practice of democratic principles of school administration in selected secondary schools.
35. Studies in values and attitudes of educational administrators towards their profession.
36. Studies in traits or qualities for effective leadership of educational administrators.
37. Finding impact of specialized training on administrative behaviour.
38. A study of the morale of educational administrators.
39. Inter-relationship of group dynamics with administrative behaviour.
40. Forms of organization, methods of control (centralization and decentralisation) and their impact on educational administrators.

41. Effective planning procedures in the administration of education.
42. Significance of communication in effective educational administration.
43. Media of publicity and public relations and their impact on administration of education.
44. Better procedures on staffing in educational institutions.
45. Selection, orientation, stimulation and other measures suited to secure effective cooperation from the staff.
46. Importance of pre-service training of staff and its contribution to effective administration in education.
47. A survey of present practices in recruitment and appointment of educational personnel at various levels (with reference to different countries).
48. Studies in incentives, rewards and punishments and their impact on the efficiency of staff in educational institutions.
49. Studies in co-ordination procedures among different levels and sectors of education.
50. Studies in jurisdiction of authority and responsibility of educational administrators at different levels.
51. A study of relationship of educational activities to other social institutions and agencies.
52. Evaluation of administrative functions at different levels.
53. A study of social goals and actual achievements of educational administration.
54. Role of educational administration in the process of social change in India.
55. Studies in the use of community resources by educational administrators at various levels.
56. Criteria for effective financial management of educational institutions.
57. Methods of work allotments to staff in various types of educational institutions.



58. Studies in planning and administration of curriculum.
59. Studies in administration of schools buildings and campus.
60. Studies in administration of teacher welfare programmes.
61. Studies in administration of student welfare programmes.
62. Studies in the working of parent teacher associations.
63. Studies in administration of medical inspection and remedial programmes.
64. Studies in administration of library services to pupils, teachers, and community.
65. Studies in participation of staff, students and community in school administration.
66. Studies in administration of extra-curricular activities.
67. Administration of guidance services in schools and colleges.
68. A study of the morale of the sub-ordinates of educational administrators.



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